Progression of Skills and Knowledge in Art

All year groups (apart from EYFS) are to use their individual sketchpads to record their explorations and experimentations

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	**Birth to 3:** -Start to make marks intentionally. -Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. **Reception:** -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. **ELG**:	. Experiment with a variety of media, such as pens, pencils, felt pens. . Begin to control the types of marks made with the range of media. Draw on different surfaces. . Develop a range of tone using a pencil to shade . Investigate textures by describing, naming, rubbing, copying. . Produce an expanding range of patterns and textures.	. Have confidence to explore and choose from a variety of media. . Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. . Continue to Investigate textures and produce an expanding range of patterns. . Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	. Developing intricate / patterns and marks with a variety of media. . Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. . Begin to explore complimentary colours. . Begin to show an awareness of objects having a third dimension and perspective. . Create textures and patterns with a wide range of drawing implements.	. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit. . Draw for a sustained period of time at an appropriate level. . Have opportunities to develop further drawings featuring the third dimension and perspective.	. Work in a sustained and independent way to create a detailed drawing. . Develop a key element of their work: line, tone, pattern, texture. . Use different techniques for different purposes i.e. shading, hatching within their own work. . Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. . Use drawing techniques to work from a variety of sources including observation, photographs and	. Draw for a sustained period of time over a number of sessions working on one piece. . Develop their own style of drawing through: line, tone, pattern, texture. . Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. . Develop their own style using tonal contrast and mixed media. . Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and

	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;					digital images. Develop close observation skills using a variety of view finders.	proportion in their paintings.
Painting (watercolour, ready mixed, acrylic, powder)	**Birth to 3:** -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. **Reception**: -Explore colour and colour mixing. **ELG**: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;	. Explore with a variety of media; different brush sizes and tools. . Explore lightening and darkening paint. . Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. . Start to mix a range of secondary colours, moving towards predicting resulting colours.	. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. . Continue to experiment in lighten and darken. Begin to mix colour shades and tones. . Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	. Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. . Use light and dark within painting. Mix colour, shades and tones with increasing confidence. . Create different effects and textures with paint according to what they need for the task.	. Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. . Start to develop a painting from a drawing. . Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.	. Confidently control the types of marks made and experiment with different effects and textures. . Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. . Start to develop their own style using tonal contrast and mixed media. . Recognise the art of key artists and begin to place them in key movements or historical events.	. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of, colour, tone and shade. . Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. . Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
Sculpture (3D work, clay, dough, boxes, wire, paper	**Birth to 3:** -Explore different materials, using all their senses	. Experiment in a variety of malleable media such as	. Use equipment and media with increasing confidence.	. Use equipment and media with confidence.	-Make a slip two join to pieces of clay.	. Show experience in combining pinch, slabbing and coiling to produce end pieces.	. Model and develop work through a combination of pinch, slab, and coil.

sculpture, mod roc)	to investigate them. Manipulate and play with different materials. -Use their imagination as they consider what they can do with different materials. -Make simple models which express their ideas **3 to 4:** -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. **ELG**: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -Share their creations, explaining the process they have used;	playdough, clay and paper Mache. . Shape and model materials for a purpose . Impress and apply simple decoration techniques: impressed, painted and applied. . Use tools and equipment safely and in the correct way.	. Shape, form, construct and model from observation and imagination. . Demonstrate experience in surface patterns/ textures and use them when appropriate. . Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. . Explore carving as a form of 3D art	. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. . Join two parts successfully. . Demonstrate increasing experience in surface patterns/ textures and use them when appropriate. . Use pinching and thumb pot techniques with clay . Continue to explore carving as a form of 3D art. . Use recycled, natural and man-made materials to create sculptures.	. Decorate, coil, and produce marquettes confidently when necessarily. . Model over an armature: newspaper frame for modroc. . Adapt work as and when necessary and explain why. . Gain more confidence in carving as a form of 3D art. . Use language appropriate to skill and technique. . Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.	. Develop understanding of different ways of finishing work: glaze, paint, polish . Gain experience in model ling over an armature: newspaper frame for modroc. . Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. . Adapt work as and when necessary and explain why. . Confidently carve a simple form.	. Work around armatures or over constructed foundations. . Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. . Demonstrate experience in relief and freestanding work using a range of media. . Recognise sculptural forms in the environment: Furniture, buildings. . Confidently carve a simple form. . Solve problems as they occur. -Compare the style of different styles and approaches: Moore, Aztec.
Printing (found materials,	**ELG**: Safely use and explore a variety of materials,	. Explore printing simple pictures with a range of hard and soft	. Continue to explore printing simple pictures with a range	. Explore both mono-printing and relief printing.	. Increase awareness of mono and relief printing.	. Use tools in a safe way.	. Develop ideas from a range of sources.

rubbings, stencils, sponges, fruit/veg, wood blocks, linoprint, mono-print, string)	tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;	materials e.g. cork, pen barrels, sponge. . Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Begin to identify forms of printing: Books, posters pictures, fabrics.	of hard and soft materials e.g. cork, pen barrels, sponge. . Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image . Make simple marks on rollers and printing palettes, take simple prints i.e. mono-printing. . Experiment with overprinting motifs and colour.	Experiment with overprinting motifs and colour. . Demonstrate experience in 3 colour printing. . Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	. Demonstrate experience in fabric printing. . Expand experience in 3 colour printing. . Continue to experience in combining prints taken from different objects to produce an end piece. . Create repeating patterns.	. Continue to gain experience in overlaying colours. . Start to overlay prints with other media. . Use print as a starting point to embroidery. . Show experience in a range of mono- print techniques.	. See positive and negative shapes. . Demonstrate experience in a range of printmaking techniques. . Describe techniques and processes. . Develop their own style using tonal contrast and mixed media
Textiles (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye, collage)	***ELG***: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;	. Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. . Use more than one type of stitch. Explain how to thread a needle and have a go. . Have some experience of weaving and understand the	. Begin to identify different forms of textiles. . Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. . Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel	. Show an awareness of and name different fabrics. . Use a variety of e.g. applique and stitching to create different textural effects. . Apply decoration using beads, sequins or buttons etc. . Begin to explore fabrics from other countries.	. Use a technique as a basis for stitch embroidery. . Apply decoration using needle and thread: buttons, sequins. . Adapt work as and when necessary and explain why. . Change and modify threads and fabrics, Use language	. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. . Demonstrate experience in 3D weaving. Produce two colour tie dye.	. Use a number of different stitches creatively to produce different patterns and textures. . Design, plan and decorate a fabric piece. . Recognise different forms of textiles and express opinions on them.

		process and some techniques. . Match and sort fabrics and threads for colour, texture, length, size and shape particularly through collage.	. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee	Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik	appropriate to skill and technique. . Demonstrate experience in looking at fabrics from other countries.	. Continue to gain experience in batik-use more than one colour. . Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.	. Use language appropriate to skill and technique.